DOCUMENT RESUME

ED 118 270 PS 008 393

TITLE Changing the Others-Concept in Elementary School Children.
PUB DATE Aug 75
NOTE 9p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Elementary Education; *Measurement Instruments; *Program Evaluation; Race Relations; Racial Differences; Testing Problems; Test Results; *Tests; *Test Validity
IDENTIFIERS *Others Concept

ABSTRACT

This paper briefly describes three studies in which the Paired Hands Test was used to assess the other-concept as a means of evaluating project or program objectives. The first study involved the use of the Paired Hands Test to evaluate an Afro-American Curriculum Project in which teachers recieved training in the development of a curriculum intervention project in their classrooms. In the second study, the instrument was used in the evaluation of an Outdoor Education Project where biracial teams worked together to solve a variety of science and mathematical problems set in an outdoor environment. In the third study, descriptive data was collected which reflect the characteristics of distributions of scores obtained by pupils at the fifth and sixth grade levels in one school in which the pupils were predominantly white, and in another school in which the pupils were predominantly black. Implications from the results of these studies are briefly discussed. (JMB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118270

PS008393

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Changing the Others-Concept in Elementary School Children

Dean L. Meinke

The University of Toledo

Paper presented at

American Psychological Association

Chicago, Illinois

August, 1975

Changing the Others-Concept in Elementary School Children

Dean L. Meinke, The University of Toledo

For some time, efforts have been directed by curriculum specialists, school teachers and school psychologists toward the goal of improvement of human relations among pupils in the schools. Part of the impetus for this trend has been attributed to the need of studying the issue of racism in our public and parochial schools. Many programs and projects have been developed and implemented with the goal of meeting this need. Some of these intervention programs have even been called innovative. One of the primary problems of an evaluator who must test the effects of a curricular intervention program, has been the identification of an appropriate assessment instrument. The instrument must be designed to measure some behaviors which can be directly related back to the objectives of the project. Further, there is usually a need to obtain a measure in a situation or in the environment of the project where there may be little control over the specific ways in which the curriculum intervention or process intervention is implemented.

When confronted with this problem as an evaluator of two Title III projects, a search was made for an instrument which might satisfy the requirements of the projects as well as the constraints specified earlier. A decision was made to use the Paired Hands Test developed by Zucker and Jordan (1968).

This paper is designed to report the outcomes of the employment of the Paired Hands Test in the service of several projects to assess the "others-concept" as a means of evaluating an objective of the project or program. In an earlier research study, Glick and Meinke (1974) had reported a significant effect for the curriculum intervention group compared with a control group on

the post test administration of the Paired Hands Test. There had been no significant difference between the means of sixth grade pupils in the experimental or control group on the pre test. The experimental group has shown more personal regard for others as measured by the instrument. The authors interpreted this to mean a significant movement toward the friendly end of a continuum which ranged from friendliness to hostility. The Paired Hands Test used in this study was the earlier version in which only nine slides comprised the total test. Given this experience and the objectives of the projects, the Paired Hands Test was selected as an evaluation instrument.

First, data will be reported concerning the use of the instrument in the evaluation of a Title III project. This project was an Afro-American Curriculum Project in which teachers received training in the development of a curriculum intervention project for implementation in their classrooms.

Second, data will be reported concerning the use of the instrument in the evaluation of an Outdoor Education Project. In this project bi-racial teams worked together to solve a variety of science and mathematical problems set in an outdoor environment.

Third, data will be reported which are essentially descriptive in nature which reflect the characteristics of distributions of scores obtained by pupils at the fifth and sixth grade levels of a school in which the pupils were predominantly white and of a school in which the pupils were predominately black.

udy 1. The Afro-American Curriculum Project was a Title III project within e Toledo Public School system. Part of the project was devoted to the training of teachers in the use of curriculum materials for Afro-American studies. In order to assess the impact of the summer institutes through which the training experiences were provided, the Paired Hands Test was administered on a pre

and post test basis to classes in which the teachers implemented a curriculum change project in Afro- American studies. Eighteen separate studies were conducted at several grade levels at the elementary level, the junior high level, and even the high school level. All studies in this project utilized the earlier version of the Paired Hands Test of nine photographs. None of these short term studies produced a significant difference between pre and post test scores. A number of factors were reported by Glick and Meinke (1973) to account for this failure to replicate the findings reported earlier in this paper. Perhaps the most important was the difficulty in getting teachers to implement the curriculum intervention procedures in exactly the same way. Another factor was the limited range of the scores on the Paired Hands Test. In the newer version, the number of photographs has been increased and the scoring system has been improved so that now a greater range of scores 15 possible.

Study 2. The Extended Classroom Experience (E.C.E.) project was a Title III project which provided outdoor education experiences. The general objectives of the project were to improve the student's knowledge of selected science and mathematics concepts, to produce a situation in which students will employ group problem-solving techniques, and to modify preference for team members. These goals were to be accomplished in an outdoor education setting in which pupils worked together in bi-racial teams. It was the latter objective which prompted the use of the Paired Hands Test. The newer version of the instrument developed by Zucker and Barnett (1974) was used to assess the impact of the project on pupils' preferences for others. The newer version employed greater control over the administration of the test by providing improved instructions and test booklets for each pupil.

A sample was selected by identifying several of the teams which were to participate in the camp experience in the spring. Two teams were selected at

random as the sample. The pupils in these teams were administered the new version of the Paired Hands Test just before their camp experience in the Spring and immediately after. The means and standard deviations are shown in Table 1. It can readily be seen that there is no significant difference between the means of

TABLE 1

Means and Standard Deviations of Pupils' Scores
on the Pre and Post Assessment of the Paired Hands Test

	Pre-Test	Post-Test
Mean	87.47	89.32
Standard Deviation	14.11	14.57

$t = 1.055$, $d.f. = 18$, N.S.

the pre and post test. It is interesting to note, however, that these means are somewhat higher than the overall mean for sixth grade children reported by Zucker and Barnett (1974). It is also noteworthy that the standard deviations of this group were somewhat higher.

Study 3. Since the sample in the previous study included both black and white pupils, it appeared relevant to examine the performance of fifth and sixth grade pupils who were in elementary schools with either a predominately black population or predominately white population. A separate sample was taken in an inner city school and a suburban school. An analysis of the data produced a significant F ratio which indicated a higher mean score for the suburban school compared with an inner city elementary school, $F(1,184) = 12.82$, $p < .01$. The means and standard deviations are shown in Table 2. There was no significant difference between the means of fifth and sixth graders. There was, however, a significant

TABLE 2

Means and Standard Deviation for the Paired Hands Test for a Suburban Schools and an Inner City School by Grade Level

	Inner City School		Suburban School	
	Grade 5	Grade 6	Grade 5	Grade 6
Mean	82.45	79.62	84.83	85.37
Standard Deviation	11.78	10.92	11.85	11.38

interaction effect. ($F_{1,184} = 4.40$, $p < .05$) It can be seen in Table 2 that the sixth grade pupils in the inner city school produced the lowest mean score.

Because the means of pupils in the project sample were higher than those obtained in either the suburban or inner city schools, a random sample of fifth graders from the suburban elementary school and a random sample of fifth graders from the inner city elementary school were selected to compare with the project post test distribution of scores. A simple one-way analysis of variance was computed. There was no significant difference found between the means of the three samples. ($F_{2,56}$ $p < 1$, not significant)

There are some implications from the results of the three studies presented in this paper which may be useful to teachers, curriculum specialists, school psychologists, and evaluators.

First, the failure in Study One to replicate the findings of a more controlled study in any of the eighteen classrooms investigated would cast doubt upon the efficacy of using the Paired Hands Test as the assessment instrument. This criticism of the Paired Hands Test is tempered, however, with the development of the newer version of the instrument. The longer length of the instrument is one important improvement. Also the standarized procedures for administration of

the instrument are an improvement.

Second, the newer version does discriminate performances of pupils who are from a predominately white elementary school or from a predominately black elementary school. This finding is especially important when a project may draw upon both groups to participate together as was the case in Study Two where bi-racial teams of pupils were assessed. In this situation, it would have been better to have provided a control group of pupils in the evaluation design. The failure to find a significant change between a pre and post tests might be related to their previous experiences in which they worked together in bi-racial teams during an outdoor education experience in the fall. Also the interval of time of only one week during the spring between pre and post tests may have been too short.

Third, the results of these studies may also be used to underline the need to specify clearly the procedures to be employed during a curriculum intervention or process intervention project. Even then, there maybe difficulty in attributing significant changes to a particular procedure employed in the project.

Fourth, the data do support the contention that the instrument is measuring responses related to a continuum of friendliness to hostility. In this respect, it is assessing one's feelings toward or for others. This is of particular importance when many projects in the schools may address the concern for improving one's feelings on relations toward others.

Fifth, one of the implications of this paper is the need for examining pupils' performances on this instrument related to their performances on other instruments which may be used to assess feelings for others. Further, a study

is needed to examine the possibility of cueing effects within the current version of the Paired Hands Test.

At a time when school systems are implementing curriculum projects designed to improve human relations and when an emphasis has been placed on people working and living together in a harmonious manner, it is clearly fortunate that an instrument purporting to measure the "others-concept", has been developed. While the results reported within this paper have not always produced significant differences when using this instrument, it is useful to know that a beginning has been made.

References

Glick, I.D., and Meinke, D.L. Encouraging innovation and research in urban schools. Educational Comment, 1973, Toledo, Ohio: The University of Toledo, 51-62.

Glick, I.D., and Meinke, D.L. Will intergroup education increase students' friendliness? Educational Leadership, 1974, 31, 527-530.

Zucker, K.B., and Barnett, D.W. Paired Hands Test: Summary of Salient Features. Mimeographed paper, 1974.

Zucker, K.B., and Jordan, D.C. The paired hands test: A technique for measuring friendliness. Journal of Projective Techniques and Personality Assessment, 1968, 32, 522-29.